

Introduction - Grade 5 English-Language Arts

The following released test questions are taken from the Grade 5 English-Language Arts Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 5 English-Language Arts. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003 and 2004. First on the pages that follow are lists of the standards assessed on the Grade 5 English-Language Arts Test. Next are released passages and test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

| STRAND/REPORTING CLUSTER | NUMBER OF QUESTIONS ON EXAM | NUMBER OF RELEASED TEST QUESTIONS |
|----------------------------------|-----------------------------------|---|
| • Word Analysis | 14 | 5 |
| • Reading Comprehension | 16 | 8 |
| • Literary Response and Analysis | 12 | 9 |
| • Writing Strategies | 16 | 7 |
| • Written Conventions | 17 | 9 |
| TOTAL | 75 | 38 |

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 5 English-Language Arts Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

READING

The Reading portion of the Grade 5 California English-Language Arts Standards Test has three strands/reporting clusters: Word Analysis, Reading Comprehension, and Literary Response and Analysis. Each of these strands/clusters is described below.

The Word Analysis Strand/Cluster

The following four California English-Language Arts content standards are included in the Word Analysis strand/cluster and are represented in this booklet by five test questions for grade 5. These questions represent only some ways in which these standards may be assessed on the Grade 5 California English-Language Arts Standards Test.

-
- | | |
|---------------|---|
| 5RW1.0 | WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| <hr/> | |
| 5RW1.2 | Vocabulary and Concept Development: Use word origins to determine the meaning of unknown words. |
| <hr/> | |
| 5RW1.3 | Vocabulary and Concept Development: Understand and explain frequently used synonyms, antonyms and homographs. |
| <hr/> | |
| 5RW1.4 | Vocabulary and Concept Development: Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial). |
| <hr/> | |
| 5RW1.5 | Vocabulary and Concept Development: Understand and explain the figurative and metaphorical use of words in context. |
-

Released Test Questions

English-Language Arts

5

The Reading Comprehension Strand/Cluster

The following five California English-Language Arts content standards are included in the Reading Comprehension strand/cluster and are represented in this booklet by eight test questions for grade 5. These questions represent only some ways in which these standards may be assessed on the Grade 5 California English-Language Arts Standards Test.

-
- 5RC2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.
-
- 5RC2.1 Structural Features of Informational Materials:** Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
-
- 5RC2.2 Structural Features of Informational Materials:** Analyze text that is organized in sequential or chronological order.
-
- 5RC2.3 Comprehension and Analysis of Grade-Level-Appropriate Text:** Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
-
- 5RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:** Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
-
- 5RC2.5 Expository Critique:** Distinguish facts, supported inferences, and opinions in text.
-

The Literary Response and Analysis Strand/Cluster

The following seven California English-Language Arts content standards are included in the Literary Response and Analysis strand/cluster and are represented in this booklet by nine test questions for grade 5. These questions represent only some ways in which these standards may be assessed on the Grade 5 California English-Language Arts Standards Test.

-
- 5RL3.0 LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.
-
- 5RL3.1 Structural Features of Literature:** Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
-
- 5RL3.2 Narrative Analysis of Grade-Level-Appropriate Text:** Identify the main problem or conflict of the plot and explain how it is resolved.
-
- 5RL3.3 Narrative Analysis of Grade-Level-Appropriate Text:** Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
-
- 5RL3.4 Narrative Analysis of Grade-Level-Appropriate Text:** Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
-
- 5RL3.5 Narrative Analysis of Grade-Level-Appropriate Text:** Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
-
- 5RL3.6 Literary Criticism:** Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
-
- 5RL3.7 Literary Criticism:** Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.
-

Released Test Questions

English-Language Arts

5

WRITING

The Writing portion of the Grade 5 California English-Language Arts Standards Test has two strands/reporting clusters: Writing Strategies and Written Conventions. Each of these strands/clusters is described below.

The Writing Strategies Strand/Cluster

The following five California English-Language Arts content standards are included in the Writing Strategies strand/cluster and are represented in this booklet by seven test questions for grade 5. These questions represent only some ways in which these standards may be assessed on the Grade 5 California English-Language Arts Standards Test.

-
- 5WS1.0 WRITING STRATEGIES:** Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
-
- 5WS1.1 Organization and Focus:** Create multiple-paragraph narrative compositions:
- 1) Establish and develop a situation or plot.
 - 2) Describe the setting.
 - 3) Present an ending.
-
- 5WS1.2 Organization and Focus:** Create multiple-paragraph expository compositions:
- 1) Establish a topic, important ideas, or events in sequence or chronological order.
 - 2) Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
 - 3) Offer a concluding paragraph that summarizes important ideas and details.
-
- 5WS1.3 Research and Technology:** Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
-
- 5WS1.5 Research and Technology:** Use a thesaurus to identify alternative word choices and meanings.
-
- 5WS1.6 Evaluation and Revision:** Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
-

The Written Conventions Strand/Cluster

The following five California English-Language Arts content standards are included in the Written Conventions strand/cluster and are represented in this booklet by nine test questions for grade 5. These questions represent only some ways in which these standards may be assessed on the Grade 5 California English-Language Arts Standards Test.

5WC1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.

5WC1.1 Sentence Structure: Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

5WC1.2 Grammar: Identify and correctly use verbs that are often misused (*e.g., lie/lay, sit/set, rise/raise*), modifiers, and pronouns.

5WC1.3 Punctuation: Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

5WC1.4 Capitalization: Use correct capitalization.

5WC1.5 Spelling: Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

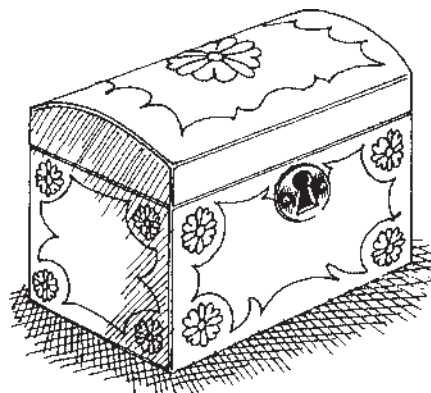
Released Test Questions

English-Language Arts

5

Shades of Silence

- 1 Elijah Raine sat scratching his name into the hard-packed dirt with a pointed stick. High on a hill in the middle of nowhere, all he could hear was the shrill cry of a hawk soaring overhead in search of prey.
- 2 “Elijah!” his mother called. Elijah glared at the yellow farmhouse that was now supposed to be his home. His mother stood in the doorway. She called him again. As he finished the last letter, he noticed something in the curve of the “h” he had written. Something metal glinted in the rosy late-afternoon sunlight. Elijah picked it up: a rusty old key. He stuck it in his pocket and walked down the hill.
- 3 Grandpa Joseph had passed away last year, leaving the house and farm to his daughter Rebecca, Elijah’s mother. Elijah had hoped that she would just sell it and use the money to buy a house in the city. She had chosen instead to quit her job at the newspaper and move to the farm. She could write in the country, she said. Elijah had been very unhappy about leaving his friends, his school, and the third-story apartment where he had always lived.
- 4 In the city, dinnertime had always been an opportunity for conversation between Elijah and his mother. Here, though, he had nothing to say. He knew his silence hurt his mother, but surely it was better than the angry stream of words that lay in wait behind it. It was best to keep quiet. After gobbling up a plateful of spaghetti, his favorite dinner, he quickly muttered, “Thanks,” and went to his room.
- 5 Later, he went down the creaky stairs to look for something to read. In the deep silence, his mother sat alone on the living-room sofa. On her lap lay a photograph album. Looking up, she smiled hopefully and said, “See what I found in the attic?” He nodded but remained standing at the bottom of the stairs.
- 6 “Here’s your great-grandfather Elijah, the one you were named after,” Rebecca said. “He’s about your age in this picture. Do you think you look like him?”
- 7 Elijah stuffed his hands into his pockets and shrugged. He felt the old key.
- 8 “Here he is a few years later,” Rebecca said. “It’s his wedding day. He’s all dressed up, standing next to his bride, Frederica.”
- 9 Elijah moved closer and glanced down at the photograph. Then something else caught his eye. “What’s that?” he asked, pointing to a painted wooden box on the coffee table in front of her.
- 10 “It’s a silent music box,” Rebecca said softly. She put down the album and took the box gently with both hands. “Years ago, when I was a little girl, my brother took the key away. He was just teasing; he didn’t mean to lose it. But he ran outside and dropped it out there somewhere.” She gazed out the window at the vast darkness. “We searched and searched but never found it.”



- 11 Elijah sat down beside her and opened his hand.
- 12 Suddenly his mother's eyes sparkled. "That's it! How did you—?" Elijah took a tissue from the box on the end table. He rubbed some rust and dirt off of the key, and then he handed it to her.
- 13 With trembling hands, Rebecca fit the key into the slot and wound up the music box. As its sweet melody played, mother and son listened together.
- 14 "It has been silent for a long, long time," Rebecca said.
- 15 "It's so clear!" said Elijah. "It sounds as good as new." The silence had been broken.

1 Read this sentence from paragraph 1.

High on a hill in the middle of nowhere, all he could hear was the shrill cry of a hawk soaring overhead in search of prey.

The author uses the phrase in the middle of nowhere to show that

- A** the hill is so tall that Elijah is as high up as the hawk.
- B** Elijah imagines that he is at the center of the world.
- C** the closest house to Elijah is at least one hundred miles away.
- D** Elijah feels very far away from everything that is familiar to him.

2 What is Elijah's *main* problem in the story?

- A** The key his mother needs is old and rusty.
- B** He is angry because his mother made him leave his life in the city.
- C** His mother no longer talks to him at dinnertime.
- D** He does not want to come home when his mother calls to him.

3 The author uses details like "creaky stairs" to show that the house

- A** should not be lived in anymore.
- B** did not have very good stairs.
- C** was not located in the city.
- D** has been home to several generations.

Released Test Questions

English-Language Arts

5

4 How does Elijah begin to solve his problem?

- A He considers his mother's feelings.
- B He decides to go back to the city.
- C He finds a key that opens a secret room.
- D He has fun playing outside on the farm.

5 In paragraph 13, why are Rebecca's hands "trembling"?

- A She is afraid of what she might find inside the wooden box.
- B She hopes that the music will make Elijah happy to live on the farm.
- C She is thrilled that Elijah found the music box key and gave it to her.
- D She is upset that the key has become so old and rusty from being outside.

6 When the music box plays again, it is a symbol of

- A hope.
- B imagination.
- C sacrifice.
- D jealousy.

Halley's Comet

- 1 For centuries comets have been one of our biggest mysteries. They are among the most beautiful and interesting sights in the universe. People from all over the world have been surprised—and often scared—by the sight of a comet blazing across the sky. Edmund Halley, an astronomer in the late 1600s, was very interested in comets. He studied them for most of his life.
- 2 Part of Halley's studies involved measuring the paths of comets through the night sky. Halley learned that comets move around the Sun in the path of an ellipse. (An ellipse is like a circle that has been stretched out in one direction.) He ascertained that because comets travel in an elliptical path, the same comet could be seen from Earth again and again. This was a brand new concept during his time.
- 3 In 1682, Halley noticed a comet that was especially bright and large. He spent a long time studying it. Then it disappeared from view. Based on his calculations, Halley predicted that this bright comet would return in 1758 or 1759. This was about 75 years after he first saw the comet. However, Halley died in 1742. Thus, he was not able to see that he was correct. This same bright comet returned right on time. Not long after that, because Halley had learned so much about it, the comet was named "Halley's comet" in his honor.
- 4 Scientists who had been following Halley's work began to look back through history. They learned that for centuries there had been mention of a comet in the sky about every 75 years, going all the way back to 467 B.C. Often, the return of Halley's comet seemed to coincide with important events in history. For many years people believed that Halley's comet caused catastrophes, from sicknesses to war.
- 5 Since then, scientists have learned more about comets. They now know that comets do not cause bad events. They have also learned what comets are like. All comets consist of a head and a tail. Some comet tails are longer than others. The head is made mostly of ice, plus some dust and pieces of rock. U.S. astronomer Fred Whipple coined the phrase "dirty snowballs" to describe comets. Comets move through the sky very quickly. However, their speed depends on how close they are to the Sun. When Halley's comet is farthest from the Sun, or at its *aphelion*, it moves about 2,040 miles per hour. When it is closest to the Sun, or at its *perihelion*, it moves at an amazing 122,000 miles per hour!
- 6 For a long time scientists wondered where comets came from. Today, most scientists believe that comets come from an unseen cloud of particles called the Oort cloud. This cloud probably surrounds our solar system. It may contain somewhere between 10 and 100 trillion comets.
- 7 People today remain fascinated by this celestial time-traveler. The most recent visit from Halley's comet was in 1985-1986. This time, scientists all over the world studied the comet. Two Soviet spacecraft, the *Vega 1* and *Vega 2*, got a close look at the comet as it raced around the Sun. Halley's comet should next return in 2061. Who knows what high-tech equipment will be around to study it then? However, other comets are periodically discovered making a once-in-a-lifetime visit. If you get the chance to study one of these stellar fireballs, do so. You'll be thrilled!



Released Test Questions

English-Language Arts

5

Timeline

| | | | | | |
|-----------------------|--|---|---------------------------------------|-------------|---|
| Edmund Halley is born | Halley observes the comet for the first time | Halley visits Isaac Newton to discuss the laws of gravity | Halley focuses on the study of comets | Halley dies | The comet returns to view as Halley predicted |
| 1656 | 1682 | 1684 | 1704 | 1742 | 1759 |

References

Anderson, Norman, and Walter Brown. *Halley's Comet*. New York: Dodd Mead Company, 1981.

"Halley's Comet" 12 July 2001 <<http://www.britannica.com>>.

Winter, Frank H. *Comet Watch: The Return of Halley's Comet*. Minneapolis: Lerner Publications Company, 1986.

7 Read this sentence from paragraph 1.

Edmund Halley, an astronomer in the late 1600s, was very interested in comets.

The origin of the word astronomer is the Greek word *astro* meaning

- A comet.
- B light.
- C mystery.
- D star.

8 Which of these is an opinion from this passage?

- A Halley's comet should return next in 2061.
- B Halley's comet returns about every 75 years.
- C Comets are made mostly of ice, dust, and rocks.
- D You'll be thrilled by the sight of a comet.

9 The timeline helps the reader to

- A find out about comets throughout history.
- B quickly locate events in Halley's life.
- C learn how Halley made his predictions.
- D know who Halley's friends were.

10 Which of these is a fact from this passage?

- A Comets cause catastrophes.
- B Comets are beautiful and interesting.
- C People are fascinated by comets.
- D Halley's comet last visited in 1985-1986.

Released Test Questions

English-Language Arts

5

A Winning Team

- 1 Jamal's main ambition was to play big-league baseball like his favorite catcher, Billy Hawkins. Jamal's baseball glove was always either on his hand or close by: under his desk at school, under his chair when he ate, or under his pillow while he slept.
- 2 Jamal's teacher, Ms. Sampson, asked his parents to come in for a meeting. "Mr. and Mrs. Wilkins," she said, "Jamal is not living up to his potential. He could be doing better in his math, spelling, and social studies. He seems distracted." It was true. Jamal did have trouble thinking about long division, world explorers, or American literature. His favorite part of the school day was recess, when he could take out his glove and play catch.
- 3 Jamal's parents told him to leave his glove at home. Jamal became depressed. He was lost without his glove. He stopped talking in class. At recess, he stood around with sad eyes and drooping shoulders. His parents said, "There must be a better way than this." They came up with a plan and secretly set it in motion.
- 4 One day, Ms. Sampson introduced a special guest to the class—Billy Hawkins! Jamal was thrilled! Billy Hawkins said, "If you want to be a ball player, it's important to study hard in school."
- 5 Jamal was puzzled. "What does school have to do with baseball?" he asked.
- 6 "I'll show you by giving you a little baseball test," said Billy. "I'll ask you three questions. Each student who answers all three questions correctly will win two tickets to a Leopards game!"
- 7 Jamal was sure he would be able to answer the questions, but there were some surprises in store. The first question was, "How do you figure out a player's batting average?" Jamal wasn't sure how to do the math on that one. For the second question, Billy Hawkins handed out copies of a magazine article about baseball. It contained several words that Jamal didn't understand. The third question asked which team had won the World Series in the year George Bush became President of the United States. Though Jamal knew about the World Series winners, he didn't know much about Presidents.
- 8 He wasn't the only one who had trouble. No one got all three answers right. Luckily, the students would have another chance the following week. "If you combine your efforts," Billy Hawkins said, "maybe everyone will win tickets to the game."
- 9 That week, they all helped each other. Jamal told his classmates what he knew about batting averages and the World Series. The students who were good with numbers taught the others how to figure the averages. The strong readers helped with the difficult words, and the best history students helped the others learn important dates and names. When they took the second baseball test, they were able to answer all of the questions correctly, and the whole class won tickets to the next Leopards game!
- 10 That Saturday afternoon at the stadium, Jamal bought a souvenir baseball. After the game, he asked his hero to sign it. It read, "To Jamal: Keep working hard in school. See you in the big leagues! Billy Hawkins."



- 11** The word distracted is derived from the Latin root *tract*, meaning “to draw.” Based on this information, the reader can tell the literal meaning of to distract is
- A to be unhappy with.
 - B to draw poorly.
 - C to draw away.
 - D to be confused.
- 12** What do Jamal’s parents have in common with Billy Hawkins?
- A They are related to each other.
 - B They are friends of Ms. Sampson.
 - C They are interested in professional baseball.
 - D They want the students to understand the importance of school.
- 13** To help the students correctly answer all the questions, Billy Hawkins suggests that they
- A go home and ask their parents.
 - B conduct research at the library.
 - C work together as a group.
 - D watch more baseball on television.
- 14** What is the main problem in this story?
- A Jamal is more interested in baseball than in school.
 - B Jamal is disappointed when he meets Billy Hawkins.
 - C Jamal’s parents are upset that he wants to be a baseball player.
 - D Jamal doesn’t fully understand how to determine baseball batting averages.
- 15** For Jamal, the baseball at the end of the story will most likely be a symbol of
- A his parents’ concern.
 - B his new attitude about school.
 - C his knowledge of history.
 - D his time in Ms. Sampson’s class.

Released Test Questions

English-Language Arts

5

Digging Up the Past

- 1 Like detectives, archaeologists use evidence to solve mysteries. Detectives look for clues to solve crimes. Archaeologists seek clues to help them understand how people lived long ago. In fact, the word “archaeology” means “the study of ancient things.” One type of evidence used to learn about the past is pottery.
- 2 People have used pottery for thousands of years all over the world. Old pottery is usually found in pieces called “potsherds.” Sometimes potsherds found in the same place can be put back together to re-create the original pot. Even in pieces, old pottery can teach us about the past. When examining pottery, archaeologists consider not only its appearance but what it was made of and how it was made. With this knowledge, they can gain interesting information about people’s lives in times past.
- 3 Pottery is made by first adding water to a kind of soil called clay. When wet, clay can be formed into shapes. It is then heated. This hardens the clay and allows it to keep its shape. There are various kinds of clay soil. Many types of clay contain iron. Iron gives the heated clay a reddish color. Some ancient potters tried to change this color by adding other materials. Some people added charcoal and oil to make their pottery black. Others made pot surfaces blue by adding copper.
- 4 To make clay easier to shape and heat, potters use something called “temper.” Various materials can be used as temper. These materials include sand, crushed shells, grit (crushed stone), and grog (crushed pottery). Plant fibers like grass or straw are also used. An archaeologist can tell where a pot came from by the types of clay and temper that were used. Sometimes a pot found in one location might contain materials from another place. This can provide clues about how people traded or traveled.
- 5 Some of the earliest pots were made quite simply. A lump of clay was hollowed out and shaped into a bowl. It was then heated at a low temperature. Perhaps it was placed in dry straw and set on fire. The finished pot was rough, irregular, and often undecorated. This type of pot may have been used for cooking.
- 6 Later, coiled pots were made. These were made by first rolling the clay into a long snake shape. The coil was then wound in circles, around and upward to form a pot. The lines of the coils were smoothed out with pieces of cloth or leather. Coiled pots were formed into many different objects, like pitchers and drinking vessels. They were often decorated in various ways. These pots were heated at high temperatures in ovens called “kilns.” The higher the temperature, the harder and longer-lasting the pot. Further improvements in pottery-making developed at different times and places. These included wheels, molds, fancier decorations, and better kilns.
- 7 A pot’s shape and decoration can provide clues about the past. Painted pictures might show events from daily life or from myths and legends. Archaeologists know certain shapes and styles that were common in different times and places.
- 8 Archaeologists study the differences in types of pottery closely. Because of their work, these everyday objects can reveal some of the mysteries of the past.



- 16** Read this sentence from the passage.

When examining pottery, archaeologists consider not only its appearance but what it was made of and how it was made.

Which word is a *synonym* for the underlined word?

- A studying
- B questioning
- C searching
- D discovering

- 17** Why are the words “potsherds” and “temper” written in quotation marks in paragraphs 2 and 4?

- A to make sure the reader pronounces these words clearly and correctly
- B to show that both words usually have other meanings
- C to introduce them as words that may be unfamiliar to the reader
- D to show that these words are in languages other than English

- 18** What is the *last* step in making a pot?

- A hollowing out a lump of clay
- B adding water to the clay
- C heating the pot in a kiln
- D crushing old pottery to use as temper

- 19** When is temper added to the clay?

- A after the pot is heated
- B when the clay is smoothed out
- C while the pot is being decorated
- D before the clay is shaped

- 20** What is the main idea of this passage?

- A The clues that archaeologists use to learn about the past include buildings, clothing, and coins.
- B Some pots are decorated with pictures that show events from ancient myths and legends.
- C Ancient pottery can teach us about the lives of the people who made and used it.
- D Both detectives and archaeologists solve mysteries by using clues that have been left behind.

- 21** By examining an ancient pot, an archaeologist can tell all of the following *except*

- A which person made the pot.
- B where the pot came from.
- C roughly how old the pot is.
- D what substances were added to the clay.

Released Test Questions

English-Language Arts

5

The following question is not about a passage. Read and answer the question.

22 Read this sentence.

Soon she was writing about other memorable events in her life, too.

In which word does able mean the same as it does in the word memorable?

- A stable
- B lovable
- C tablet
- D fable

The following is a rough draft of a student's story, which may contain errors.

Abuelita Sees the Ocean

(1) My grandmother and I were sitting on the porch one hot, sunny summer morning. (2) She had just made lemonade the way only Abuelita can, not too sweet. (3) Lots of ice and a thin yellow slice of real lemon floated in each of our glasses. (4) We closed our eyes and took a long drink. (5) "Let it cool you as it flows down to your toes," she said. (6) She'd only been here for six months after leaving Mexico city.

(7) "I love to wiggle my toes in the sand at the beach and feel the waves come up over them," I said after finishing half of my lemonade in one long drink.

(8) "Oh, have you been there? Abuelita asked." (9) I was shocked to learn she had never seen the ocean. (10) I thought everyone in Mexico and California had been to the beach! (11) It was time to take her there.

(12) The next day was Saturday, and we all got into our car: Abuelita, Mami, Papi, my older brother Carlos, and me. (13) It took about an hour and a half to get there, which is why we don't go very often. (14) When we do go though, we have so much fun.

(15) No amount of fun could compare, though, to the look in Abuelita's eyes when she saw that infinite field of blue that is the Pacific ocean. (16) Tears filled her eyes, and she couldn't even find the words to say what she was feeling, either in English or Spanish.

(17) We spread out our blankets, towels, umbrella, and all the other things that people take to the beach. (18) We had a big bottle full of Abuelita's ice-cold lemonade; as a result, it tasted even better than the day before. (19) I even persuaded Abuelita to go into the water with me, begining of course with our toes wiggling in the sand. (20) Instead of cooling off from the head down, we cooled ourselves from our toes up as we entered the reflecting splash of waves that reached out to greet us.

Released Test Questions

English-Language Arts

5

23 What is the correct way to capitalize the underlined words in sentence 6?

- A leaving mexico City
- B Leaving Mexico City
- C leaving mexico city
- D leaving Mexico City

24 Which is the correct way to punctuate sentence 8?

- A “Oh, have you been there, Abuelita asked?”
- B “Oh, have you been there?” Abuelita asked.
- C “Oh,” have you been there? Abuelita asked.
- D Oh, have you been there? “Abuelita asked.”

25 What is the correct way to write the underlined part of sentence 15?

- A that is The Pacific ocean
- B that is The pacific ocean
- C that is the Pacific Ocean
- D that is the pacific ocean

26 How should sentence 18 be correctly written?

- A We had a big bottle full of Abuelita’s ice-cold lemonade, as a result, it tasted even better than the day before.
- B We had a big bottle full of Abuelita’s ice-cold lemonade, eventually it tasted even better than the day before.
- C We had a big bottle full of Abuelita’s ice-cold lemonade, which tasted even better than the day before.
- D We had a big bottle full of Abuelita’s ice-cold lemonade; as a result, it tasted even better than the day before.

27 What is the correct spelling of the underlined word in sentence 19?

- A begginning
- B beggining
- C beginning
- D Leave as is.

The following is a rough draft of a student's report, which may contain errors.

Cats in Ancient Egypt

(1) Many of us love cats. (2) They're beautiful, soft, intelligent, and loving. (3) The ancient Egyptians considered cats to be extremely important and honored them with great respect. (4) There was good reasons for this attitude. (5) For one thing, cats helped people by keeping their homes free of mice, rats, and snakes.

(6) In addition, without cats Egypt could not have been the important grain-growing center that it was. (7) In grain fields all along the Nile River, cats caught rats and mice that ate crops. (8) Though I don't know what other pets the Egyptians had, cats were probably the most important. (9) Cats were also trained to help hunters by picking up birds that had been shot with bows and arrows.

(10) The Egyptians appreciated cats so much that Bast, an Egyptian goddess, was pictured in the form of a cat. (11) Bast appears in artwork. (12) She was the protector of the house. (13) This idea made a special connection between cats and children. (14) That's why most Egyptian families had cats for good luck.

(15) The safety and preservation of all cats were of great concern to ancient Egyptians. (16) There were even laws against removing a cat from Egypt. (17) Foreigners sometimes smuggled cats out of Egypt. (18) They took the cats to other lands. (19) They traded them for treasures in these lands. (20) Egyptian soldiers were sent to pick up cats found in other countries and bring them back home to Egypt.

Released Test Questions

English-Language Arts

5

- 28** What is the correct way to write sentence 4?
- A There is good reasons for this attitude.
 - B There were good reasons for this attitude.
 - C There has been good reasons for this attitude.
 - D Leave as is.

- 29** How can sentence 18 and sentence 19 *best* be combined?
- A They took the cats, but then they traded them for treasures in other lands.
 - B Taking the cats to other lands, then trading them for treasures there.
 - C They took the cats to other lands, where they traded them for treasures.
 - D To other lands taking the cats, while trading them for treasures there.

- 30** If the student adds a concluding paragraph at the end of the report, it should
- A list the sources used to write the report.
 - B explain how pets bring enjoyment into people's lives.
 - C summarize the main points from the report.
 - D mention other interesting details about ancient Egypt.

Here is the first draft of Jasmine's essay. It may contain errors.

Cleaning Crescent Beach

- 1 It was Saturday, so the Green Valley Kickers were supposed to practice soccer as usual. Instead, our coach had volunteered our team to participate in Finvale County's Biannual Beach Cleanup. Twice each year, before and after the summer season, people gather at the beaches to pick up garbage. Some of us, including me, didn't think it was fair that Coach Simms was making us do this. After all, we had signed up for soccer, not trash cleanup!
- 2 We met at Crescent Beach, a long sandy beach shaped like a sliver of moon. Coach Simms passed out rubber gloves and shiny yellow garbage bags. A marine biologist named Dr. Torrez thanked us for agreeing to work. He gave us an article to read called "Beach Garbage." The article explained that each year fourteen billion pounds of garbage go into the world's oceans! Some of this begins as trash thrown on beaches. Some of it starts as garbage dumped into the ocean. All of it ends up as one big mess that needs to be removed.
- 3 Dr. Torrez held up a plastic six-pack ring from soda cans and said, "Fish, sea otters, and even sea lions can get stuck in these." Then he showed us a long piece of fishing line. "Sea life can get entangled in this and die," he said. "In addition, it makes many ocean animals sick when they eat garbage, mistaking it for food. It can kill them."
- 4 As I filled my bag with trash, I couldn't believe how much junk I was finding. I could see why it was a good idea to get rid of all this stuff before summer arrived. People come from near and far to enjoy the warm sand and ocean waves. It was not only ugly but also dangerous. There were broken bottles and rusty cans that people could step on with their bare feet. There were broken toys, cigarette butts, matchbooks, and all kinds of food and drink containers.
- 5 My soccer team filled twenty-five bags with trash! The beach looked so much better when we left. We felt proud of our hard work. I couldn't wait to spend the summer's first sunny day at Crescent Beach.

Released Test Questions

English-Language Arts

5

- 31** Jasmine might use these sentences in her essay.

The beaches in our area were once clean.
They are not clean anymore.

Jasmine looks up the word clean in a thesaurus and finds this entry.

clean *adj.* 1. pure, unspoiled, spotless.
2. even, regular. 3. thorough, complete.
4. honest, fair.

In the second sentence, Jasmine wants to replace clean with a synonym. Which word should she use?

- A complete
- B even
- C unspoiled
- D honest

- 32** Which sentence could Jasmine add at the end of paragraph 1 to help develop the situation?

- A Our coach always insisted that we arrive at soccer practice on time.
- B She told us, however, that being a good sport wasn't always about playing sports.
- C Last year I had played baseball, but this year I had decided to play soccer.
- D The beaches in Finvale County are well-known for their fine swimming water.

- 33** Which sentence could Jasmine add at the end of paragraph 5 to help summarize her essay?

- A I also looked forward to the end of September when I would help to clean it up again.
- B There are many other beautiful beaches in our county, too.
- C Many bags of garbage were filled at Crescent Beach that day.
- D We usually play soccer on Saturdays, but one time we did something else.

- 34** The setting of this essay is *best* described in the first sentence of which paragraph?

- A 1
- B 2
- C 3
- D 4

The following is a rough draft of a student's report. It contains errors.

Navajo Weavers

(1) Navajo folklore relates a legend about how the Navajo people began to weave. (2) On the Navajo Reservation in Arizona there is a rock named Spider rock. (3) A legendary figure called Spider Man appeared on the rock and told the Navajo people how to make a loom, while Spider Woman taught them how to weave on it. (4) Spider Man created the loom from poles of earth and sky, sun rays, rock crystals, lightning, and white shells.

(5) Many Navajo legends, traditions, and beliefs are expressed in their weaving. (6) The Navajos have been weaving for hundreds of years and are known throughout the world for their beautiful woven rugs. (7) Today, new patterns are mixed with the handed-down designs to make creative and exciting works of art.

(8) Women do most of the weaving. (9) Navajo girls are taught to weave by their grandmothers, mothers, or Aunts. (10) A young girl often begins by watching an older weaver. (11) She may also help to prepare and dye the yarn. (12) When the girl has mastered the art, she is congratulated and given a gift. (13) The older weaver presents her with a small loom, and the girl is ready to weave.

(14) In the past, all Navajo girls learned to weave. (15) Fewer girls are learning to weave today while there are differant opportunities open to them. (16) Nonetheless, children in Navajo schools today are taught about the art of weaving, from preschool all the way to college. (17) "People are invited to compare a fine Navajo weaving with a fine oil painting," explains a Navajo weaving instructor.

Released Test Questions

English-Language Arts

5

- 35** What is the correct way to capitalize the underlined part of sentence 2?
- A spider Rock
 - B spider rock
 - C Spider Rock
 - D Spider rock
- 36** Which excerpt from the passage contains an underlined word that is spelled incorrectly?
- A lightning, and white shells
 - B throughout the world
 - C Women do
 - D differant opportunities
- 37** What is the correct way to write the underlined words in sentence 9?
- A by their Grandmothers, Mothers, or Aunts
 - B by their grandmothers, Mothers, or aunts
 - C by their Grandmothers, Mothers, or aunts
 - D by their grandmothers, mothers, or aunts
- 38** What is the *best* way to write sentence 13?
- A Ready to weave, the older weaver presents her with a small loom.
 - B The older weaver, when a girl is ready to weave, presents her with a small loom.
 - C When a girl is ready to weave, the older weaver presents her with a small loom.
 - D A girl who is ready to weave is presented by the older weaver with a small loom.

| Question Number | Correct Answer | Standard | Year of Test |
|-----------------|----------------|----------|--------------|
| 1 | D | 5RW1.5 | 2003 |
| 2 | B | 5RL3.2 | 2003 |
| 3 | D | 5RL3.7 | 2003 |
| 4 | A | 5RL3.2 | 2003 |
| 5 | C | 5RL3.3 | 2003 |
| 6 | A | 5RL3.5 | 2003 |
| 7 | D | 5RW1.2 | 2003 |
| 8 | D | 5RC2.5 | 2003 |
| 9 | B | 5RC2.1 | 2003 |
| 10 | D | 5RC2.5 | 2003 |
| 11 | C | 5RW1.4 | 2004 |
| 12 | D | 5RL3.3 | 2004 |
| 13 | C | 5RL3.2 | 2004 |
| 14 | A | 5RL3.2 | 2004 |
| 15 | B | 5RL3.5 | 2004 |
| 16 | A | 5RW1.3 | 2004 |
| 17 | C | 5RC2.1 | 2004 |
| 18 | C | 5RC2.2 | 2004 |
| 19 | D | 5RC2.2 | 2004 |
| 20 | C | 5RC2.3 | 2004 |
| 21 | A | 5RC2.3 | 2004 |
| 22 | B | 5RW1.4 | 2003 |
| 23 | D | 5WC1.4 | 2003 |
| 24 | B | 5WC1.3 | 2003 |
| 25 | C | 5WC1.4 | 2003 |
| 26 | C | 5WC1.1 | 2003 |
| 27 | C | 5WC1.5 | 2003 |
| 28 | B | 5WC1.2 | 2003 |
| 29 | C | 5WS1.6 | 2003 |
| 30 | C | 5WS1.2.3 | 2003 |
| 31 | C | 5WS1.5 | 2004 |
| 32 | B | 5WS1.1.1 | 2004 |
| 33 | A | 5WS1.1.3 | 2004 |
| 34 | B | 5WS1.1.2 | 2004 |
| 35 | C | 5WC1.4 | 2004 |
| 36 | D | 5WC1.5 | 2004 |
| 37 | D | 5WC1.4 | 2004 |
| 38 | C | 5WS1.6 | 2004 |